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DOCUMENT RESUME

ED 270 852 EA 018 530

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TITLE Diversified Inservice Staff Development Using Models of Teaching.
PUB DATE Nov 85
NOTE 9p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adoption (Ideas); *Change Strategies; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Peer Relationship; *Teleconferencing
IDENTIFIERS *Models of Teaching Concept; Peer Coaching

ABSTRACT

The Models of Teaching concept is based on the premise that each teacher uses several different teaching models (or collections of teaching strategies), of which one is favored. The best way to improve teaching under these conditions is to add new models to the teacher's practical repertoire. Unless the teacher practices the new model repeatedly in the work environment, however, the addition is unlikely to become permanent. Montana State University's Institute on Instructional Skills provided training in new teaching models under conditions that required program participants to join with others from their own or neighboring schools to provide peer coaching in the work environment. To encourage commitment to the program after the training was completed, the institute established a teleconferencing network through which participants could obtain clarification, feedback for finetuning of skills, encouragement for sustaining practice, development of coaching strategies, and discussion with peers about applying the models. The program appears to be successful, though costs are higher than for more conventional programs; moreover, the positive impact of the novelty of the venture may have skewed the results. (PGD)

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DIVERSIFIED INSERVICE STAFF DEVELOPMENT USING MODELS OF TEACHING

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NCSIE, Nov. 22-26, 1985

ED270852

Over the past several years teaching personnel in the Bozeman area have been involved in developing a teacher inservice project utilizing the ideas of Bruce Joyce on Models of Teaching. Emanating out of that activity, the College of Education at Montana State University has had an opportunity to work closely with those public schools personnel in promoting instructional development. We have found that the concepts of Joyce and his colleagues hold great potential for staff development. Currently, we are involved in an effort to spread these ideas to teachers in a larger geographic area. One thurst of this effort utilizes telephone teleconferencing as a medium. This teleconference is a follow-up to an on campus Institute offered during the summer of 1985. The teleconference facility is peculiarly well suited to this effort. This presentation in intended to provide an overview of the concepts which surround the Models of Teaching notion, give an example of a model and state how the teleconference program complements this inservice effort.

Models of Teaching can be characterized as a set of generic teaching strategies which have applicability across all subject

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areas and teaching levels, kindergarten through graduate school. Joyce developed these ideas from the writings of many of the prominent educators of the 1960's. Out of the writings he encapsulated that which he felt was essential in each theory and translated it into teaching strategies, one which could be used for teaching to many purposes. Each model has a syntax or a series of steps to be used by the teacher and the students. A Model of Teaching could be likened to a favorite strategy which a teacher uses on a regular basis, a core lesson plan. All teachers use such these replicable strategies in their work. Joyce makes the claim that one of the marks of a quality teacher is their ability to learn and use new strategies. Indeed he sees the way to improve teaching is to add models to ones teaching repertoire.

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Insert: Example of a Inquiry Training

Model of Teaching.

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Joyce and others have come to understand that the task of helping teachers to learn a new model to a level where it becomes a part of the teacher's ongoing repertoire is quite challenging. Research findings have shown that while most teachers can learn to replicate a new skill through the conventional training experiences, they frequently do not carry the skills back into their classroom, i.e., the skill is not learned to a degree where it becomes part of the teacher's regular repertoire. In order to develop a skill to what has been called the adaptive level, it is necessary to practice the skill repeatedly (10 to 20 times) in

the usual work place environment. Additionally, that practice should be done with the help of a coach. Coaches can be peers who are also learning the skill and who have a reciprocal role with the practicing teachers. Teachers can form coaching teams in which members switch back and forth between the roles of coach and learner.

Coaching relationships seem to be more effective if the team members have a high degree of comfort with each other such that they can communicate in candid and open ways. Further, simple logistics require that team members be in physical proximity to one another. In developing the Institute on Instructional Skills to offer training in Models of Teaching to inservice teachers, these factors were considered. Students were invited to attend a one week summer offering but were required to register as pairs or trio from the same schools or from rural schools which were proximate to one another.

The Institute trained the participants in two models, Concept Attainment and Inquiry Training. Instruction included the use of video tape and direct instruction; demonstrations; and practice and feedback to develop high level proficiency in these two models. The instructional staff included teachers and administrators who are familiar with the models. Instruction was provided using large group, small group and individual training sessions. This augmented staff was essential to that effort and as they were all school personnel they offered a dimension of authenticity to the early presentations.

At the end of the Institute the teachers were skilled at planning and delivering lessons using both models. Additionally,

the teams of twos and threes were provided training in peer coaching. The research noted above indicated that this level of training was not sufficient to insure that the skills would find their way into the classroom on a regular basis. In order to encourage the coaching effort into the following school year, it was necessary to do some follow-up with the participants.

The state of Montana is sparsely populated. It is the fifth largest state in size but with a population of less than one million. Modifying a Bob Hope's one liner reference to Texas, Montana has miles and miles of miles and miles. Teachers frequently travel long distances to attend summer classes. There would be no way they could return during the school year for follow up. It would also be impossible for University personnel to visit Institute participants, but some follow up on coaching was necessary.

Teleconferencing was suggested as a possible solution to the problem of follow up. First reactions to the suggestions were negative. A vision engendered was that of the talking box which is just one degree worse than the Instructional Television proverbial talking face. On second thought, however, dimensions of teleconferencing were reassessed in terms of the needs of this situation. The participants did not need expository teaching on these two models. The follow-up to be done over teleconference involved clarification, feedback for fine tuning of skills, encouragement to sustain practice, most importantly, development of coaching strategies, and peer exchanges about applications of the models. The type of learning that was needed is fostered by bonified conferencing aimed at sharing ideas and insights.

Teleconferencing offered a medium where that could be effectively accomplished during the academic year across this expansive state.

Recruiting students from the Institute was not easy. Some participants could not take part for reasons external to any considerations about the Teleconference. Others, however, had to deal with the factor of cost. Direct student costs for Extended Studies courses are slightly higher than tuition and fees for on-campus registration. The teleconference involved additional costs for long distance telephone for each session and a charge for rental and shipping of the teleconveners. Potential participants were encouraged to solicit support from their school district to cover the cost of long distance. In some cases the schools did pay those costs. For others, students paid the charges out of pocket. Rental and shipping was covered by University funds.

A challenge more critical than recruiting was to provide a quality seminar through teleconference, one which achieved the intended goals and did so with a high degree of student satisfaction. Goals included maintaining involvement among participants in using the models, improved coaching skills, and fine tuning the strategies so they would fully transfer into the "teaching souls" of the learners. Teleconferencing was unique enough to the experience of the teachers and the instructor that it held a high degree of initial interest. Participants shared ownership of the project and were committed to making it a success.

As the course went on it became possible to make some

interesting observations. Regarding the fine tuning of coaching skills, a disadvantage of the electronic medium was turned to an advantage. Participants were required to send written coaching comments to the instructor. These were then forwarded to the intended person at another location. While this process was cumbersome, it afforded the instructor an opportunity to monitor those comments so that shaping feedback could be provided to the coaches on their skills. In effect it allowed for coaching of coaching. If students had been doing face to face coaching, such eavesdropping on the process would have been disturbing and awkward.

The course is in progress at this time so it is not possible to evaluate it totally. At this point one can say that the potential for using teleconferencing to foster learning of teaching skills appears to be strong. The particular learnings associated with Models of Teaching, the demonstrated need for follow up, and the sparse population of this state, combine to make this an appropriate response to the inservice needs of teachers.

PLANNING GUIDE FOR THE INQUIRY TRAINING MODEL

I. Discrepant Event

1. Describe the discrepant event. Attach any material you have prepared for your students.

On the map of a lakeshore cabin site a series of footprints have been plotted. The footprints tell a story of a series of events.

2. What is the discrepancy that has to be accounted for?

What were those events?

II. Educational Objectives

3. List at least two educational (behavioral) objectives you will teach for in this lesson.

Students will logically defend a sequence of events.
Students will identify a cause effect relationship.

4. How will you ensure that these objectives are met?

Questioning in the Phase V.

III. Theory

5. Describe several alternative theories or explanations that might be considered in relation to this problem.

A person was frightened from his cabin by an animal.

6. What is the theory or explanation that does account for the discrepant event? Are there satisfactory alternatives?

A person kills a skunk under his cabin. He then buries the skunk and trap. After returning to the house to remove clothing, the clothing is burned near the garage.

IV. Data Gathering

Generate two questions appropriate to this event that ignore items irrelevant to this problem.

7. Verify objects (what?)

Did the animal tracks go away from the cabin after these events? No.

8. Verify events (when, where, in what order?)

Did the animal tracks occur before the people tracks? Yes.

9. Verify properties (what characteristics?)

Does the X10 mean that the animal tracks are 1/10 in proportional size? Yes.

10. Verify conditions (who, where, before or after what?)

Could the charred bits been elsewhere? Yes.

V. Experimentation

11. How could students experiment with various explanations or theories?

Would the charred clothes be there if the animal had not been on the scene?

VI. Phases of the Model: Generating Opening Moves

Describe the moves you will use to initiate each phase of the model.

Phase One: Encounter With the Problem - Describe or present the discrepant event.

Present the map. Describe the symbols. Propose the problem.

Prepare a statement which will be used to focus attention on the discrepancy to be accounted for.

"Your task is to describe what happened in the proper order."

Phase Two: Data Gathering: Verification

Find out what each thing means.

Phase Three: Data Gathering: Experimentation

Take something out of the picture to see if that changes.

Phase Four: Formulating an Explanation

Who would like to state the sequence?

Phase Five: Analysis of Inquiry (unpack thinking)

When did you realize that....?